



# Information for Participants

## Professional Development Reading Institutes

### 2006-2007

### Course Requirements - Advanced III K-6 Options

4 Qtr. Units      Course No. X324.319F

Pass, No Pass      Advanced III K-6: Research and Models on Writing Instruction

Instructor:      Alice R. Furry, Ph.D.

#### Course 1

**Content:** Provides an overview of what is known about writing development and instruction; focuses on writing by school-age students; describes brain research, writing technology, relationships among oral language, reading, and writing development; and examines different strategies for written or oral responses to students' writing.

**Course Requirements:** It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training;
2. Complete the four daily independent study work assignments for 10 hours of study and written work;
3. Participate fully in the Institute activities each day;
4. Write answers to the following questions based on selected reading from *Handbook of Writing Research*. Edited by Charles A. MacArthur, Steve Graham, and Jill Fitzgerald (2006).
  - A. Virginia W. Berninger and William D. Winn, in Chapter 7, explore the implications of advancement in brain research as well as writing technology for understanding writing and its development.
    - (1) Discuss what has been learned about writing through the use of neuroimaging.
    - (2) Discuss how the use of personal computers can serve as a mechanism for transforming writing.
    - (3) Discuss the need to integrate the three perspectives that play an important role in writing development: developmental neuropsychology, socio-cultural, and learning science.
  - B. Timothy Shanahan, in Chapter 12, pulls together a considerable body of research on the relationships among oral language, reading, and writing development.
    - (1) Discuss Shanahan's theory and research on how oral and written language are related.
    - (2) Discuss Shanahan's view of how reading and writing are interconnected.
    - (3) Discuss how empirical study on cross-language relationships has changed over time.

C. Richard Beach and Tom Friedrich, in Chapter 15, examine different strategies for written or oral responses to students' writing.

- (1) Discuss the different functions and purposes for response to writing and the research findings on the benefits of particular ways of responding.
- (2) Identify and discuss the characteristics of effective feedback that will cause students to engage in meaningful self-assessment and revision.

**4-unit Essay On-line Submission Guidelines:**

Submit on-line at [www.csbe.ca.gov/ucla](http://www.csbe.ca.gov/ucla). Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number

District, School

Email address (required for grade notification)

UCLA course number, UCLA registration number

Social Security Number or UCLA ID number

Completed Essays

**Submission Deadlines:**

Summer term Essay Submission by November 15, 2006, for participants attending a 40-hour Institute May 1, 2006 – October 27, 2006.

Winter Term Essay Submission by April 27, 2007, for participants attending a 40-hour Institute November 3, 2006 – March 2, 2007.

**Grade/Transcript Guidelines:**

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.



# Information for Participants

## Professional Development Reading Institutes

### 2006-2007

### Course Requirements - Advanced III K-6 Options

**8 Qtr. Units**      **Course No. X324.319P**

**Pass, No Pass**      **Advanced III: Practicum on Writing Instruction for Special Populations**

**Instructor:**      **Alice R. Furry, Ph.D.**

#### Course 1

**Content:** Focuses attention on writing and special populations, including cultural diversity, special education, and bilingual learners; features theoretical models that have framed research on writing development and instruction; confirms pedagogical approaches and instructional strategies for writing intervention; and reviews implications for instruction and future research studies.

**Course Requirements:** It is expected that the student will complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the Professional Development Reading Institute.
2. Write a 250-word essay that summarizes opportunities during the academic year to instruct special population students on improving their writing skills and written work.
3. Write answers to the following questions based on selected reading from *Handbook of Writing Research*. Edited by Charles A. MacArthur, Steve Graham, and Jill Fitzgerald (2006).
  - A. Arentha F. Ball, in Chapter 20, advocates for cross-disciplinary approaches to the study of writing for students from culturally diverse backgrounds.
    - (1) Provide an overview of the theories that give prominence to the social context of writing for students from culturally diverse backgrounds.
    - (2) Provide a brief summary of the cited research on:
      - (a) the influence of teacher, classroom, and/or community contexts
      - (b) the influence of students' culture or home discourse, and
      - (c) the effects of teaching strategies.
    - (3) Describe Ball's conclusions on her review of the research on teaching writing to culturally diverse students:
      - (a) the implications for teachers and
      - (b) the implications for future research.
  - B. Gary A. Troia, in Chapter 22, reviews research on students with learning disabilities who have special difficulties in mastering reading and writing.
    - (1) Describe the characteristics of their difficulties in writing.
    - (2) Describe the research findings on these difficulties that can be addressed with interventions that teach self-regulation.

- (3) Describe Troia's proposed guidelines for comprehensive writings programs for poor writers.
- C. Jill Fitzgerald, in Chapter 23, provides a compendium of 56 studies in the last 15 years on K-12 multilingual writing.
- (1) Describe findings according to the types of questions addressed within age groups.
  - (2) Discuss Fitzgerald's overarching conclusions that might be made from the collective studies.
  - (3) Summarize what Fitzgerald proposes are significant needs for a future research agenda.

### **8-unit Essay On-line Submission Guidelines:**

Submit on-line at [www.csbe.ca.gov/ucla](http://www.csbe.ca.gov/ucla). Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number  
District, School  
Email address (required for grade notification)  
UCLA course number, UCLA registration number  
Social Security Number or UCLA ID number  
Completed Essays

### **Submission Deadlines:**

Essay Submission by June 8, 2007, for participants attending a 40-hour Institute May 1, 2006 – March 2, 2007, and have submitted the 80-hour follow-up passport by May 4, 2007, to the site administrator.

### **Grade/Transcript Guidelines:**

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

## ***General Information Available at the Information Desk***